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reduced to mere froth," "effort to make geometry an empty bauble of a listless mind," . . .  $-\infty$ ; and on the other side, "the open-minded, earnest, progressive teacher," "real leaders in school life of the past," "quiet progressive changes," "champions of real geometry," "a recent writer of much acumen," "one of the sanest of recent monographs," "well-wishers for the ancient science of geometry," . . .  $+\infty$ .

The occasion of this philippic seems to be the attempts of a few teachers to improve their instruction in geometry by bringing it into closer relation with the affairs of daily life or to fuse algebra, geometry, and trigonometry into a form of combined mathematics. However, it does not really seem necessary that there should be much "viewing with alarm" and rallying to the defense of the geometry of our forefathers, since inertia is quite as operative in the educational as in the physical world, and the great body of teachers still continues to "view calmly and dispassionately the issues of the present day."

The reports on the experiment in fusing mathematics in the University High School of the University of Chicago published in *The School Review*, and especially the "Report on the Unification of Mathematics in the University High School," by Dr. G. W. Myers, of the University of Chicago, published in *School Science and Mathematics*, December, 1911, ought to be fairly good evidence that careful and systematic experiments in unifying secondary-school mathematics can be made without destroying the pupil's interest in geometry or even subverting that ancient and thought-compelling subject itself.

*Teacher's Manual for First-Year Mathematics.* By GEORGE WILLIAM MYERS, WILLIAM R. WICKES, ERNEST R. BRESLICH, ERNEST L. CALDWELL, ROBERT M. MATHEWS, and WILLIAM D. REEVE. (School of Education Manuals: Secondary Texts.) Chicago: The University of Chicago Press, 1911. Pp. ix+164. Postpaid, \$0.89.

For six years Professor Myers and the instructors in mathematics in the University High School of the University of Chicago have been studying in a systematic way the problem of fusing arithmetic, algebra, and geometry into a single study. Through careful tests in the classroom they have evolved a course covering the first two years of preparatory-school mathematics.

The purposes of the *Manual* are to present the points of view of the authors in their attempt to solve the problem, and to make their classroom experience of service to teachers who are using *First-Year Mathematics*. It is not simply a book of answers, but contains suggestions and recommendations regarding methods the authors have found most practicable. Hence all teachers of high-school algebra will find many practical suggestions of real helpfulness in it.

Many teachers now realize the necessity of getting away from the formal and mechanical presentation of algebra which characterizes the old-time textbook. *First-Year Mathematics* and this *Manual* furnish the material for live, interesting work which will give the pupil a real grasp of mathematical ideas and thus enable him to use his knowledge efficiently when the occasion arises.

*First-Year Algebra.* By WILLIAM J. MILNE. New York: American Book Co., 1911. Pp. vii+320. \$0.85.

This is a new book by an author who has written some excellent textbooks in algebra. It seems to possess the qualities of the former books which made the processes and principles of algebra easily understood by the pupils. The pupil's knowl-